

# Early Childhood Behavior Changing in Terms of Communication between Parents and Teachers

<sup>1</sup>Nurul Fitria Kumala Dewi; <sup>2</sup>Titi Rachmi; <sup>3</sup>Ikhfi Imaniah; <sup>4</sup>Moh Iqbal Firdaus

<sup>1,2</sup>Earlychildhood of Education Program, Muhammadiyah University of Tangerang

Jln. Perintis Kemerdekaan I/33, Indonesia

<sup>3,4</sup>English Education Study Program, Muhammadiyah University of Tangerang

Jln. Perintis Kemerdekaan I/33, Indonesia

## Abstract

The study aims to explore the effectiveness of the approach of communication between parents and teachers to change the behavior of young children. Surely, it prioritizes on the social interaction between teachers and parents of the students. The method used in this study is field research that is qualitative, while the analysis of the data used descriptive analysis. The focus of study is on the early childhood behavioral changes after the effective interaction between teachers and parents. In conclusion, the hygiene and health environmental behavior in *Masigit* influenced by culture to do the activities like bathing and washing in the river, the lack of information the importance of maintaining the hygiene and health, and the important information of educating children before elementary school level. In post-treatment; parents and students got new information that can be applied in their daily life. The children behavioral changes of kindergarten *Satap Masigit* is positive, such as the appearance of the children is cleaner than before, their spirit when go to schools, more skillful and creative in learning at school. Furthermore, communication between teachers and parents also established harmonious, because the treatment given makes them closeness or the interaction intertwined more harmonious.

**Keywords:** Behavioral Changes, Early Childhood, Parents and Teachers Communication.

## 1. Introduction

Background of the study in this research is the researchers' interest with the phenomenon that happened in *Masigit, Serang*, where we still can find the people there did some activities such as taking a bath, washing, and defecating on the side of the river around their place. The residents' awareness of being healthy and clean is lack. It can be seen on their appearance especially children. It is supposed to be that a growing body of evidence indicates that lifelong physical and mental health influenced by early life experiences (Halfon, 2007; Schor, 2004; Shonkoff, 2011 & Garner, 2012).

Not only in health and cleanliness that interest the researchers to conduct the research there but also in education where some residents think they do not have to send their children to study in kindergarten because they think it is not important, they believe it will be wasting the time. Based on the interview, the researchers find that they usually send their children to elementary school without sending their children to kindergarten first as it has no advantage taking the children to kindergarten. Other reasons are because the residents there especially parents feel hard to take their children bath because the children cannot do it by themselves and also the parents cannot take the children to school as they do not have a time to do the activities.

First phenomenon was found by the researchers was also affected to children behavior. We know that children are good copycat, so it is not too weird if they mimed their parents' behavior. This fact was founded by the researchers there, where children do the same thing what their parents' do, such as taking a bath, washing, and defecating on the river. The children will not take a bath in the morning and in the afternoon if their parents did not do it. The children also did not wear clothes when they were playing with friend. Based on the researchers' observation during the children play outside the house, the researchers found that what they were played was a simple game such as playing sand, playing with unused furniture or even playing with their pets like chickens, goats, ducks, cows etc. Thus, high quality of early childhood education can improve children's educational and behavioral outcomes, by providing learning activities and emotional support during a crucial stage in their language development, emotion regulation, and social skills (Palfrey, 2005; Zoritch, 2000; Gormley, 2011; Campbell, 2012 & Campbell, 2001)

While children who study at *Satap Masigit* Kindergarten based on the observation and interview with the teachers, it can be found that the teachers sometime found passive attitude when they were asked by the teachers, they were lack of creativity during the lesson for example drawing, folding, etc. they were only following the instruction given by the teachers. Their appearance also not to tidy and clean and their learning achievement are

very low. Based on the development standard that they should be managed, they do not manage it well, in fact their skill and development is far from what they should have.

Early childhood behavior and habit is also determined by their family environment. Family is the first and the closest environment to children. Family has an important role for children's development and education. Family harmonious relationship can help someone's education process, especially to children. Therefore, children behavior which explained by the researchers above can be concluded as a part of family environment role. Moreover, a good relationship between children and parents will influence children's skill and development, because it creates a new relationship among parents, children and others in the future (Santrock, 2003)

According to Djamarah (2002), teachers, environment, facilities, and parents' collaboration with teachers affect the children learning achievement. Teachers have a responsibility to teach. As the teachers, they need to give the topic to the students, and they also should guide the students become a skilled, active, independent, and creative person. Therefore the teachers have an important role in controlling their students to become their development more optimal, because teachers also responsible to report their students to the parents.

Lack of teachers' effort to guide their students will give an impact to students in society. Communication is one of the biggest responsibilities for teachers to the parents. Although teachers have an opportunity to interact and affect their students' life, the students finally will return to their parents. If a teacher fails to keep communication with parents about their student's development at school, the teacher will lost a good opportunity to make a communication that is important in children's life. Therefore there were possibilities of students to have same behavior or even more negative than their parents, especially if there is no change from family environment as the phenomena and facts explained above will become habit in *Kampung Masigit* environment and it will also affect to students' learning achievement.

Based on the phenomena and facts above, this research objective is to find out the effectiveness of communication approach between parents and teachers on the early childhood behavior changing.

## 2. Theoretical Background

### 2.1 Behavior and Behavior Changing

According to Walgito (2004) behavior is individual activity that is not appeared by itself, but it is from stimulus that is receipt by the individual whether external or internal stimulus. Most of the individual behavior is a respond to external stimulus. In psychology, behavior is a representation from physical condition and individual psychology which is formed in movement or action as a consequence from the stimulus (Walgito, 2006).

According to the cognitive ideology, someone behavior is a respond from the stimulus, but they have an ability to decide which behavior they will take. Reaction that is given toward object can be positive or negative.

James, Dowd, and Schneider (2002) said, behavior is the way how people show and act their behavior influenced by the feeling, belief, motivation, need, experience, and someone's opinion.

There are 4 components:

- a. Motivation is an impulsion to follow one action to another action. Aware of impulsion core, can make someone motivated positively or negatively, help to understand someone's behavior source and necessarily give assessment to modify behavior.
- b. Thinking manner is the way how to process any kind of stimulus that enters the brain. How to analyze information and make decision and how to use that information.
- c. Action manner is collection of any kind of action that is shown in many situations. What kind approaches is chosen to respond stimulus, event, people, mind and feeling.
- d. Interaction manner is the way how someone communicates and share ideas, opinions, and feelings with others, it can be in a group or individual.

Behavior that we are shown is a result from learning, either about culture, social value, lesson from school, or from motive and impulsion. Social psychology mechanism holds an important role in someone's learning process, as stated by Khairudin (2002) there are:

- a. Imitation is a learning way that is following or imitating someone else.
- b. Suggestion is a specific suggestion which is bringing up a direct reaction without thinking to someone who receives suggestion.
- c. Sympathy is a proficiency to feel what someone else's feel and take part in someone's feeling, doing, experiencing, and suffering.

From the explanation above, we can conclude that behavior is someone's respond over stimulus which comes from the inside or outside their selves with the result make them think to show their behavior to someone else.

As stated by Jalaludin (2008) someone's behavior can be explained by several behavior theories, they are:

a. Instinct theory

McDougall said behavior is caused by instinct. Instinct is innate behavior, congenital behavior, and instinct will have change because of experiences.

b. Impulsive theory

This theory is focusing on that someone has an impulse or certain drive. This impulse is related to someone's needs which stimulate someone to behave. When someone's impulsion has needs, and has feeling to fulfill the needs, it will be a tension, and when someone shows behavior to fulfill their needs, the impulsion will be less.

c. Incentive theory

This theory is based on the outlook of someone's behavior is caused by an incentive. Incentive or reinforcement will make someone to do something or behave. There is positive reinforcement such as gift or present and negative reinforcement such as punishment. Positive reinforcement makes someone to do something, and negative reinforcement prevents someone to behave.

d. Attribution theory

Attribution theory is based on the causes of someone behavior, is it caused by internal condition (motive, attitude, etc) or external condition.

e. Cognitive theory

The ability to choose kind of behavior that will be performed is a base of this theory, where the attitude will give maximum benefit for them. This ability to choose shows that thinking factor determines the choice. The ability to think make someone can see what happen at this time or what will happen next as a consideration when someone behave.

This someone's behavior changing or forming is affected by some factors (Notoadmodjo, 2003) which come from the inside or the outside. The inside factors such as knowledge, attitude, intelligence, perception, emotion, and motivation; the outside factors such as environment, social economic, and culture. Education degree, occupation, and income have a strong influence on behavior. Education is one of the determinant factors in life style and someone's status in society. Occupation also one of the activities that are done by householder to get income in order to fulfill needs. When someone has high educational degree and income, they are hoped to have a good behavior also.

### *2.2 Parent and Teachers interaction*

Soekanto (2004), explained that social interaction is the key in social life. Without social interaction, there will never be social life. A convergence of someone indirectly will not bring out social life in a social group. That social life will only happen if someone or individual group works together, talks together, and so on to achieve common purpose.

Teachers have a role related to students based on the social interactional situation that is formal situation in classroom, and also informal situation. Formal situation is when teachers are teaching, they must show authority, in this case, the teachers can control manage and check students behavior. In this situation, the teachers can limit social distance and formal relationship such as travelling, exercising, or similar activities. As a result, the teachers are expected to adapt that suit to their role in the situation they have.

### *2.3 Parent-Teachers interaction to change behavior*

Attitude and behavior can be changed. Teachers have responsibility to do that thing. As explained by McGuire (Jalaluddin, 2001), attitude changing process from do not accept to accept attitude is happened through 3 steps, are: the existence of attention, understanding, and acceptance.

Building behavior is an effort to defend, repair, and complete something that already exists appropriate with expectation. In early childhood, behavior building is to change bad behavior become good behavior. It is done by making social interaction with the people around them, whether adult or coeval. Adult influences such as parent, teachers, or other adult people usually make children more obedient and accept with trust. Children also have imitative and suggestive characters toward behavior that is performed by people around them, with the aim of the behavior that is performed repeatedly will become a character for them. Customs and habits that are instructive usually done by the children affect their personality.

According to Bierhoff (2005), the way how parent interact and give attention will affect building process and children behavior. Family interaction process influence toward children behavior in social theory perspective is explained through modeling process, which is learning process by observing and imitating.

Treatment with some kind of approaches according to Bierhoff (2005), is designed to change behavior to be better. Social learning approach by Bandura uses modeling principle to change individual behavior. Individual will learn by doing observation to model about good behavior. Another treatment is social support. Individual will be given social support if he/she shows better or positive behavior.

Interaction process by modeling as it is explained by some experts above, which will be used by the researchers to change children behavior better by using parent behavior model. Besides that, social interaction through good communication between teachers and parent also gives knowledge for parent that is expected to change their behavior before it becomes a model for their children.

### **3. Research Method**

Research method that is used in this research is field research. In analyzing the data, the researchers used descriptive analysis qualitative. In this research, the data was focused on early childhood behavior changing after there is an effective interaction between parent and teachers.

The validity of data in qualitative method is based on credibility, transferability, dependability, and confirmability. The reliability of data in this research is based on construct dependability and certainty criteria come from objectivity concept.

In taking the subjects of the research, the researcher used purposive sampling. The subjects are parent of *Satap Masigit* kindergarten, students of *Satap Masigit* Kindergarten, teachers of *Satap Masigit* Kindergarten, and residents around there. Data collecting technique in this research was by given treatment to parents and children; and also observed, interviewed, and took documentation to them.

Observation was addressed to students of *Satap Masigit* Kindergarten and their parents. During the observation it was also conducted documentation. Collecting interview data was conducted to parents. The result was used to strengthen the data.

The treatment that was conducted by the researchers is the researchers gave knowledge to parents and students. Treatment was conducted for five months, where the researchers used 3 themes. Each theme was divided to two sub theme and it was conducted at different time, depend on level of difficulty is determined. The treatment was given to parent during learning process in school. So, when the students was learning, parents also followed the learning process, and the underestimate perception on learning process in early childhood education is also can be perceived by parent. This treatment also to educate parent about the importance of healthy life, therefore it can change their habit as they have now. The researchers hope parent can give information that they get from this research to the residents near them, then healthy living habit will be created in *Masigit* society. The aim of the treatment is also to change parent perception, therefore their behavior will change and then parents become a model for their children. The treatment theme divided into two activities: 1) skill and creativity, and 2) nutrition and health. Moreover, based on those two theme, the researcher divide five sub theme to be discussed: 1) scissoring, 2) folding, 3) drawing, 4) additional nutritional food, and 5) oral hygiene.

### **4. Research Findings**

#### *4.1 Research implementation*

This research was conducted for about seven months, started from September 2014 to March 2015 with the subject are parent and 20 students of *Satap Masigit* kindergarten. Before conducting the research, the researchers conducted the report toward the subject of the research. The report of the subject shows there is no obstacles because the researchers and the subject have already known each other.

Before the research was conducted, parent and student still show negative behavior and parents have lack of perception about early childhood education. After report process with parents, students of *Satap Masigit* kindergarten and some residents of *Kampung Masigit* who did not have good information about school, the relation between them was going well. As the result, the researchers started to collect the data. The data collection was collected by observation, interview, and documentation.

#### 4.2 Observation findings

The data collection was started by observing students' and parent's daily behavior who lived around *Satap Masigit* kindergarten on September 2014. The location of observation was at *Satap Masigit* kindergarten, subject's houses, around subject's houses, and environment around the kindergarten. From the observation, the researchers concluded that parents takes a bath, and cleans the clothes on the river located in front of the kindergarten. The students is always late come to school and come in dirty condition, it can be seen from the clothes that they used. During the learning process, the students also rarely talk to each other, besides that the students was not having good communication with the teachers, they are not trying to ask about things that they want to know. This is shown that the students were passive in communication. Other things that was found, the students was only copying, miming, and imitating what their teachers were shown when they were playing. When the teachers asked the students to draw or make another shape, the students did not doing anything, they were only copying what they saw. It is shown that the students were lack of creativity during the learning process.

Observation finding during the treatment to parent or to students was parents looks excited to follow activity in the first meeting. This can be seen started from research socialization to parent and giving treatment schedule to research subject until first meeting treatment that was attended by 15 parents. This was not what the researchers expected that was all parents were attended to learning process.

From every meeting also can be concluded that parents' curiosity and passion toward given activities which give education and knowledge were very big. It can be seen from some parents that were asking about the topic given by the researchers and teachers. They also look enthusiasm in practicing activities; they work together with their children following the instruction given by the researchers and teachers. In fact, in folding activity there was parent who makes creation different from the researchers, such as make a swan and penguin. That subject then teaches to other parents. The results were patched on the classroom wall and were named by students' name. in drawing activity there were also some students who helped their parents to draw human.

In nutrition and healthy themes, parents and students feel enthusiasm, moreover, when they were cooking which also involve students. The students were seen helping their parents to cook the food that they will eat. When they were eating the food, they ate orderly, did not make a noisy sound. They were seen very happy even they were screaming because they have new tooth brush and tooth paste for free when they were doing teeth brushing activity.

#### 4.3 Interview findings

The interview was conducted by the researchers to find out parents perception when they will send their children to kindergarten. From the interview that was conducted to 5 parents who have early childhood students in kampong *Masigit* and have not sent their children to kindergarten obtained the conclusion that they did not think sending their children to kindergarten is important because they have belief their children can read and write automatically without having to send their children to kindergarten. If their children cannot read and write in elementary school, it became teacher's elementary school responsibility to teach their children. When the researchers asked parentss about some requirements to study in elementary school around their area which requires reading and writing, they said they did not know about that, and the answer showed that they did not really care about the requirements, they just want their children get in to elementary school because they also did not learn in kindergarten when they were a child. Another factor is economic factor that was they do not have money to take their children study in kindergarten.

The researchers also conducted early interview to parents who take their children to study in kindergarten. Conclusion that was obtained by the researchers why parents take their children study in kindergarten is because their children asked them to study in kindergarten immediately while they cannot get in to elementary school because of their age and it makes parents take the children to kindergarten. The problem about parents who rarely bathe their children before going to school is because they do not have much time to bathe their children in the morning, parents have to do lots of activities such as cooking, cleaning the house, clothes, etc., especially when parents have not washed the clothes on the river, their children will not take a bath because those activities are done together with the children. It also makes them come late to school. Based on the information from parents, those things were very natural because they will get dirty as they play with their friends at school.

Another reason why parents sent their children to *Satap Masigit* kindergarten before their children were going to elementary school is because to fulfill their children's desire to play with other children therefore parents will not be worried anymore.

The researchers did not get the reason from parents about the importance in getting knowledge in early childhood education by sending their children to kindergarten as a basic foundation to optimize children's development; eventually it will affect students' academic achievement.

Based on the explanation above, the researchers want to change parents' perception therefore it will make parents have good perception to form better behavior that will be mimed by their children. If this happened, the purpose of this research will be fulfilled that is children's behavior changing by applying an approach toward parents through education to give information and knowledge to make positive behavior. Besides that, the parents were also given a chance to practice directly activities as what their children do which they think was easy to be done with the purpose to change their perception and they will change their behavior and will be mimed by their children.

The researchers were taking an interview one more time to the parents of *Satap Masigit* kindergarten students after the researchers conducted treatment toward research subject. From the interview, it can be concluded that there are only 12 parents from 20 parents who have different perception about education in early childhood. They were more appreciated early childhood education and feel that was very important to optimize children development as one of the media to accommodate on next step of children development. They were also feel the activities they thought easy such as scissoring, folding, and coloring were very hard to be done. As the result of by conducting treatment activities conducted by the researchers, it makes them realize and ready to help their children if the children have difficulties at school. They also want to leave their bad habit in taking a bath, washing, and defecating on the river because they feel that was not good example for the children and also that was not good for health so it can make a good impact to their environment, people will learn how to make a better life and conduct healthy living. Now, they already understand about the importance of taking their children to study in kindergarten because of what they have conducted in treatment.

The result of the interview also show that the children feel enthusiasm and happy in conducting activities such as going to school, brushing their teeth moreover they have it for free. The children also told about their experience at school to their friend who were not going to school, it shows they were very happy to what they have done at school.

#### 4.4 Treatment Outcomes

An effort in changing behavior by giving information, knowledge, advice, model, and habituation were conducted by the teachers to the parents. The teacher gave education about the importance in keeping the environment clean, the importance of taking their children to kindergarten because there were some learning process such as scissoring, folding, and drawing to help developing children motor skill. That skill was one of the aspects that should be owned by early childhood students if they want to optimize to next level in elementary school. The teachers also become a role model for the parents in keeping the environment clean. They hoped the parents would not do activities on the river anymore.

The researchers conducted the treatment for about five months divided to seventeen meetings with two themes and five sub-themes. In the first meeting, that was skill and creativity, started on October with scissoring sub-theme. In this sub-theme, the treatment was conducted four meetings, first meeting was on Wednesday, October 1<sup>st</sup> 2014, and the treatment given was giving education to parents guided by the teachers about the importance of scissoring for children especially in early childhood. There were fifteen parents who attended in this activity. Second meeting was on Wednesday, October 10<sup>th</sup> 2014, the treatment was about giving education of scissoring steps attended by fourteen parents. This meeting discussed about fourteen scissoring steps. Third meeting was conducted on Tuesday, October 14<sup>th</sup> 2014, Parents and children were practicing scissoring steps started from first step to seventh step, and in the fourth meeting on Tuesday, 21<sup>st</sup> October 2014 continued with scissoring steps from eighth to fourteenth step.

Fifth meeting discussed about folding sub-theme conducted on Monday, 3<sup>rd</sup> November 2014, in this meeting there were seventeen parents attended. The activity was about the importance of folding skill for early children. Folding is one of the basic skills that should be owned by the children to develop their motor soft skill. Sixth meeting was about folding steps started from first step to sixth step. The sixth meeting was conducted on Monday, 10<sup>th</sup> November 2014, and it was attended by eighteen parents. The activity was continued on Wednesday, 19<sup>th</sup> November 2014 and it practiced about how to fold from the first step to three. In the seventh meeting, teachers still give example how to fold. Eight meeting was used by the teachers to practice folding steps started from fourth to fifth folding steps, it was conducted on Wednesday, September 26<sup>th</sup> 2014, and teachers also give parents a chance to make a different creation using folding papers.

The activity continued to next different sub-theme but in same skills on December that was drawing. Ninth meeting was conducted on Tuesday, 2<sup>nd</sup> December 2014, attended by fifteen parents and discussed about the importance of drawing for early children. Next was tenth meeting, conducted on Tuesday, December 9<sup>th</sup> 2014, and discussed about eleven drawing and painting steps for early children. In this meeting, teachers also give explanation about why parents should understand and master all skills same as their children have. It gives parents understanding about something that they think easy and simple but then it turns out that it needs stimulus from the outside, needs an example or a model from the environment such as parents and teachers, and it can open parents' perception or paradigm about the importance studying in kindergarten. The researchers hope the parents have positive perception about education in kindergarten and also they can socialize to other parent. Another expectation is the parents can open their way of thinking that every children needs support, motivation and good example from their parents.

Monday, December 15<sup>th</sup> 2014, that was eleventh meeting, discussed about children and parents started to practice first to eleven drawing steps. On Tuesday, December 22<sup>nd</sup> 2014, the activity was about second drawing step that was painting which is started form first to eleven painting steps as the twelfth meeting. They were given a chance to explore their ideas, initiative, and creativity in drawing and painting.

On January 2015, treatment theme was different there was nutrition and health. This sub-theme on this month was additional food for early children. This became thirteenth meeting, conducted on Tuesday, January 13<sup>th</sup> 2015, and it was attended by fifteen parents. In this meeting, the researchers explained about the importance of nutritious food for early childhood students. Some factors that can be affected to children development were caused by the food consumed by children. Next fourteenth meeting on Tuesday, January 20<sup>th</sup> 2015, was about how to process nutritious food well in order to prevent the nutrition of the food were lost. This activity also explained about food variation that can be served using foodstuff used by parents. Next is on January 26<sup>th</sup> 2015 in fifteenth meeting, the researchers along with the teachers were practicing to cook for students of *Satap Masigit* kindergarten, this activity was so exciting because the parents feel enthusiasm and the students also help the parents in cooking the foods. The students get involved in this activity. This actually can introduce them about the importance in keeping the food clean, and also teach them responsibility where they have to eat the food that was served to them.

On February, the activity was still the same, nutrition and health, but different sub-theme, there was health. Tuesday, February 3<sup>rd</sup> 2015, the researchers were conducted educational activity to parents about the importance of keeping environment, family member, and body clean. It aims to emerge parents' awareness to make their selves, family member, and environment keep clean. With this activity, the researchers expected parents to not lazy in bathing their children, decreasing their activities in dirty river, and making the food and the environment keep clean. Another purpose is this can be a good habit and behavior for parents who will be mimed by their children until there will be not such kind activities conducted by parents. Other things that become researchers purpose is children's appearance were tidier and cleaner either at school or in the house.

Tuesday, February 10<sup>th</sup> 2015, *Satap Masigit* teachers work together with local clinic (puskesmas) doctor of *Kampung Masigit* was organizing teeth brushing activity. This last treatment was aimed to make new habitual activity for early childhood students to start taking care of their health especially their oral hygiene.

In this part, the researchers gave evaluation 1 month after the treatment that was given to parents and students of *Satap Masigit* kindergarten. It was conducted on March 2015. From the evaluation, it can be concluded that parents' behavior has already changed and this also affected to children's behavior changing. Parents and children did not do activities in dirty river anymore. It can be seen from the frequency they conducted activities in dirty river, after they had treatment. Now, they only come to the river once a week, only when it is holiday. The researchers also concluded that the students now more courageous in giving comment or initiative when they were asked to do new activities, it means that their creativity was developed indirectly.

Based on the explanation above, the researchers claimed that the objective of this research to change children's behavior by keeping the relation with the parents and teachers was success. It can be proofed on students' behavior changing after their parents were given treatments for five months, where those treatments were also teachers' effort to create a relationship with parents.

## 5. Discussion

The treatments that were given to parents and students showed behavior changing from negative to positive behavior. This changing was supported by positive learning atmosphere during treatments, as explained by

Erwin, Purves, and Johannes (2005). Learning atmosphere of a treatment can make students or other participants feel save to be active during treatment, expressing themselves freely, and proactive in giving opinion or argument in responding the topic given by the teachers.

Another factor that was supporting behavior changing to be positive is they have knowledge so this will be affected to someone's perception. Perception changing related to cognitive changing in individual. In psychological science, this behavior that was conducted is a cognitive behavior modification technique. Meichenbaum (Ivey, 2003) combined behavior modification and cognitive therapy. Cognitive behavior modification is based on assumption where human behavior is affected by thought, feeling, physiological process, and its' consequence to behavior. To change maladaptive behavior is not only changing the behavior but also changing the cognitive aspects.

The changing of cognitive behavior in this research is *Satap Masigit* kindergarten parents perception, where the perception become more positive because of the communication between teachers, researchers, and parents is exist. Theoretically, it's called with situation perspective, as explained by Miller and Steinberg in their theory (Liliweri, 2001), situation perspective emphasize to make communication between individual is success or not depend on the communication situation refers to face to face relation between two person or more who has a power to get close between one to each other at that time. Communication between teachers and parents and between parents and their children during research process creates human relationship.

Human relationship is very important. As it is explained by Kindred 2001), human relationship is affected human itself. Human is depended on another human; it is because the other human tries to affect using given information, and the spirit that is transmitted. Those things can form knowledge, strengthen feeling, and strengthen human behavior.

## 6. Conclusion

Based on the findings and the output from the research about the phenomenon in *Kampung Masigit*, it can be concluded that:

- a. Bad behavior in cleanliness and health (bath, wash, and defecate on the river) in *Kampung Masigit* was caused by several factors:
  - 1) The culture in *Kampung Masigit* to take bath, wash, and defecate on the river makes people there hereditarily do the activities.
  - 2) There is lack of information for people who live there about the importance of making the environment, personal health, and family member keep clean.
  - 3) Residents' attitudes in *Kampung Masigit* who do not follow the latest information development and tend to do not care with the condition and environment around them.
- b. The Negative perception about education before elementary school happened because the subjects of the research were lack of information about early childhood development. Besides that, there is no opportunity to try a new activity as children have; it turns to create negative perception on the subjects of the research. However, with the education and practice showed there is a perception change to positive perception on the importance of education before elementary school.
- c. There is information taken by subjects, new knowledge, changing caused by environment that is giving concrete example for parents make behavior changing to them. Parents' behavior changing at the end will be mimed by their children, it makes the objective of this research to change children behavior was success.
- d. Students' behavior of *Satap Masigit* behavior showed better changing, such as cleaner and tidier appearance, they have enthusiasm going to school, they were more confident to give opinion and more skilled and creative in learning.
- e. Communication between teachers and parents is more harmonious because of the treatments that were given during the research.

## References

Bierhoff, Hans-Werner. (2005). *Prosocial Behavior* [versi Adobe Digital]. Doi:0-203-98942-2  
Campbell, F., Pungello, E., Burchinal, M., et al. (2012). Adult outcomes as a function of an early childhood educational program: An Abecedarian Project follow-up. *Developmental Psychology*, 16, 16.

Campbell, F., Pungello, E., Miller-Johnson, S., Burchinal, M., & Ramey, C. (2001). The development of cognitive and academic abilities: Growth curves from an early childhood educational experiment. *Developmental Psychology*, 37, 231–242.

Djamarah, Bahri, S. (2002). *Psikologi Belajar*. Jakarta: Rineka Cipta

Erwin, P. G., Purves, D. G., & Johannes, C.K. (2005). Involvement and Outcomes in Shorterm Interpersonal Cognitive Problem Solving Groups. *Counseling Psychology Quarterly*, 18 (1), 41-46. Di dapat dari <http://web.ebscohost.com/ehost/pdf?vid=6&hid=2&sid=2795a3b1-7dlc-4fbc-b3ed-e03d1bb0dc3%40sessionmgr10>

Garner, A.,&Shonkoff, J. (2012). Early childhood adversity, toxic stress, and the role of the pediatrician: Translating developmental science into lifelong health. *Pediatrics*, 129, e224–e231.

Gormley, W., Phillips, D., Newmark, K., Welti, K., & Adelstein, S. (2011). Social-emotional effects of early childhood education programs in Tulsa. *Child Development*, 82, 2095–2109.

Halfon, N., DuPlessis, H., & Inkelaar, M. (2007). Transforming the U.S. child health system. *Health Affairs*, 26, 315–330.

Ivey, A. E., Ivey, M.B., Simek, L. Morgan. (2003). *Conseling and Psychotherapy. A Multicultural Perspectives*. Boston: Allyn and Bacon a Division of Simon and Schuster, Inc.

Jalaluddin. (2001). *Psikologi Agama*. Jakarta: Raja Grafindo Persada

Jalaluddin, R. (2008). *Psikologi Komunikasi*. Bandung: PT Remaja Rosda Karya

Khairudin, H. (2002). *Sosiologi Keluarga*. Yogyakarta: Liberty Yogyakarta

Liliweri, A. (2011). *Komunikasi Antar Pribadi*. Bandung: Citra Aditya Bakti

Palfrey, J., Hauser-Cram, P., Bronson, M., Warfield, M., Sirin, S., & Chan, E. (2005). The Brookline Early Education Project: A 25-year follow-up study of family-centered early health and development intervention. *Pediatrics*, 116, 144–152.

Santrock. (2003). *Adolescence (Edisi Keenam)*. Jakarta: Erlangga

Schor, E. L. (2004). Rethinking well-child care. *Pediatrics*, 114, 210–216.

Shonkoff, J. (2011). Protecting brains, not simply stimulating minds. *Science*, 333, 982–983.

Soekanto, S. (2004). *Sosiologi Suatu Pengantar*. Jakarta: Raja Grafindo Persada

Notoadmodjo, S. (2003). *Prinsip-Prinsip Dasar Ilmu Kesehatan Masyarakat. Cetakan ke 2*. Jakarta: Rineka Cipta

Waligito, Bimo. (2000). *Pengantar Psikologi Umum*. Yogyakarta: Andi Offset

\_\_\_\_\_. (2004). *Psikologi Sosial*. Yogyakarta: Andi Offset

Zoritch, B., Roberts, I., & Oakley, A. (2000). Day care for preschool children. *Cochrane Database of Systematic Reviews*, (3), Art. No. CD000564. doi:[10.1002/14651858.CD000564](https://doi.org/10.1002/14651858.CD000564).

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:  
<http://www.iiste.org>

## CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

**Prospective authors of journals can find the submission instruction on the following page:** <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

## MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Academic conference: <http://www.iiste.org/conference/upcoming-conferences-call-for-paper/>

## IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library , NewJour, Google Scholar

